

Fanshawe College

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Documentation (Approval etc...)

Addictions and Mental Health

2019

FANS 01368 Addictions and Mental Health - CVS Application - funded

Fanshawe College

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Ontario College Quality Assurance Service

Service de l'assurance de la qualité des
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Addictions and Mental Health

Fanshawe College | APS # FANS01368 | MTCU # 70902

Ontario College Graduate Certificate | Funding requested - full-time

Purpose

The Addictions and Mental Health one-year program will be beneficial for seasoned practitioners who are committed to maintaining currency, and/or who are seeking career advancement. Students who are newly graduated from post-secondary may also wish to enrol in this program to deepen their knowledge and skill base prior to entering the workforce. Opportunities to work in varying sectors such as child, adult, family and gerontology-based programs may broaden for students who complete this Graduate Certificate. The intent of this program will be to ready students to work in a variety of Human Services settings such as community programs, residential care, social service programs, early childhood and family centres, recreation and leisure services, gerontology programs, group homes as well as any other settings that support prevention, intervention and treatment of addictions and/or mental health.

Admission

One of:

Ontario College Diploma, Ontario College Advanced Diploma, Degree, or equivalent

OR

Acceptable combination of related work experience and post-secondary education as judged by the College* OR

Five years of work experience in the community services industry as judged by the College to be equivalent*

NOTE: *Applicants may be required to submit a résumé and cover letter that includes details of work experience.

English Language Requirements

Applicants whose first language is not English will be required to demonstrate proficiency in English by one of the following methods:

- A Grade 12 College Stream or University Stream English credit from an Ontario Secondary School, or equivalent, depending on the program's Admission Requirements
- Test of English as a Foreign Language (TOEFL) test with a minimum score of 88 for the Internet-based test (iBT), with test results within the last two years
- International English Language Testing System (IELTS) Academic test with an overall score of 6.5 with no score less than 6.0 in any of the four bands, with test results within the last two years. SDS Program Requirements.
- Canadian Academic English Language (CAEL) test with an overall score of 70 with no score less than 60 in any of the four bands, with test results within the last two years
- Pearson Test of English Academic (PTE) with a minimum score of 59, with test results within the last two years
- A Cambridge English Test (FCE/CAE/CPE) with an overall score on the Cambridge English Scale of

176 with no language skill less than 169, with test results within the last two years

- An English Language Evaluation (ELE) at Fanshawe College with a minimum score of 75% in all sections of the test, with test results within the last two years
- Fanshawe College ESL4/GAP5 students: Minimum grade of 80% in ESL4/GAP5 Level 9 or 75% in ESL4/GAP5 Level 10

Occupational Areas

Graduates of the program can find employment as: an Addictions crisis worker, Withdrawal management counsellor, Addictions counsellor, Substance abuse counsellor,

Case manager, Community support worker

Co-ordinator/psychogeriatric case manager

Counsellor/group facilitator

Mental health support worker

Outreach services advisor

Rehabilitation services case manager

Residential care worker

Youth worker

Labour market data indicates a projected demand in graduates with credentials in the addictions and mental health field. According to data, there is a projected gain (26 jobs/year) for NOC-4212 - Social and community service workers, who typically require addictions and mental health training, in the London region for the period of 2018-2022. A 10% increase in Social and Community Services workers in Ontario is expected between 2018 and 2022, with a 12% increase in the province, and a 10% increase nationally. London and surrounding area anticipate an increase in related occupations with the most significant growth occurring in individual and family services and out-patient care. New jobs in affiliated vocations are expected to occur in cities west of London. The Job Bank of Canada complements these anticipated forecasts, suggesting that employment in the Social and Community sector is good.

Laddering Opportunities

Pathways Into the Program:

Graduates from several diploma and advanced diploma programs would be eligible to apply for this program that provides both didactic and practical experience working with mental health and addictions.

Pathways from the Program:

Further education can be accessed through specialized college or university studies in the area of mental health and addictions. The school could approach universities for recognition of courses for students moving into degree programs to help facilitate pathway opportunities.

Relationship to Provincial Credit Transfer Frameworks:

To support and align with the Provincial Credit Transfer framework, recognition of the program and courses can be assessed to determine equivalencies at other institutions. Graduates of this program may continue to further their education with additional post-graduate studies.

Program VLOs

1. Use a bio-psycho-spiritual framework when providing addictions and mental health services
2. Provide holistic, client-centred, gender-based, culturally relevant assessments and interventions to

individuals, groups and families within social and cultural contexts across the lifespan

3. Integrate skills and knowledge from a range of frameworks and contexts in addictions, mental health and concurrent disorders to provide non-biased services to women and those from diverse and varied populations
4. Educate individuals, families, groups and the community regarding issues and approaches through knowledge translation, knowledge exchange and the dissemination of relevant and current research and practice via formal and informal education
5. Access, utilize and advocate for culturally informed community supports and services for individuals, families and the community
6. Actively participate in and contribute to, relevant networks, groups and organizations promoting development, improvement and advancement in the fields of addictions and mental health
7. Work collaboratively within inter-professional teams providing ethical, effective, timely, and coordinated holistic services
8. Practice ethical and responsible behaviour in all aspects of work
9. Use research results to design and implement client care and services with the participation and contribution of the client, their family, and the community
10. Proactively build collaborative relationships with Indigenous stakeholders to ensure culturally-appropriate services

Curriculum

- **BSCI-5X11 - Fundamentals of Addictions** (Semester 1 - 45.00 hours)
This course will introduce students to substance-related and behavioural addictions as indicated in the Diagnostic and Statistical Manual. Through the biopsychosocial and trauma informed lens, students will critically analyze different theories of addiction and current initiatives in field addiction services. The signs and symptoms of dependence, abuse, problematic, and occasional patterns of substance use will be addressed. Throughout the course, students will engage in self-reflection regarding their understanding of addictions with the aim to challenge one's own beliefs and assumptions.
- **BSCI-5X12 - Fundamentals of Mental Health** (Semester 1 - 45.00 hours)
In this course, the bio-psycho-social perspective will be used to help students gain knowledge and understanding of concurrent mental health and substance abuse issues in our diverse society. The description, prevalence, causative factors, outcomes, and treatment of mental health disorders will be presented in relation to the Diagnostic Statistical Manual. Students will have opportunity to examine current legislation, policy and initiatives in Mental Health. Throughout the course, students will engage in self-reflection regarding their understanding of mental health with the aim to challenge one's own beliefs and assumptions.
- **BSCI-5X13 - Professionalism in Person Centered Care** (Semester 1 - 45.00 hours)
The focus of this course will be on the role and responsibilities of an addiction and mental health worker. Guiding principles for ethical, legal and professional practice will be addressed in relation to case management and advocacy. Students will be introduced to the components of case management including rapport and relationship building skills, screening and assessment tools as well as a strength-based documentation format.
- **BSCI-5X14 - Promotion and Prevention** (Semester 1 - 45.00 hours)
This course focusses on the understanding of the key elements of health and wellness in our clients and ourselves. Students will consider the different levels and approaches to prevention of

addiction and mental health problems. Using Anti-oppressive practice principles, students will learn to analyze and implement prevention programs servicing diverse populations in a range of milieus.

- **BSCI-5X15 - Lifespan Development** (Semester 1 - 45.00 hours)

Students will gain a greater understanding of human development across the lifespan by exploring the physical, cognitive, and social- emotional stages of development. Selected theoretical approaches will be investigated in order to understand factors contributing to addiction as well as the impact of addiction on human development.

- **RSCH-5x16 - Capstone Project Development** (Semester 1 - 45.00 hours)

Serving as an introduction to capstone project course in level 2 of this program, students are introduced to several foundational concepts related to research literacy. This course provides the theory and skills required for direct application toward successful completion of capstone research projects in level 2. Key course components include an introduction to research ethics and design, how to search and evaluate for credible sources, basic skills for critiquing and reviewing the literature as well as developing a focused research question. Students will also be introduced to field placement practice.

- **BSCI-6X21 - Pharmacology** (Semester 2 - 45.00 hours)

This course focuses on the basic pharmacology of mental health and substance use across the lifespan. Students will be introduced to drug classifications, pharmacokinetics as well as the benefits and risk factors of prescribed medications, holistic alternatives and substance use.

- **BSCI-6X22 - Social Justice: Equity and Diversity** (Semester 2 - 45.00 hours)

In this course students will engage in self- analysis while exploring issues of privilege, power and stigma as it relates to individuals, families, and communities challenged by addiction. Through an anti-oppressive framework, students will examine current local initiatives aimed to reduce systemic inequities in the field of addiction and/or mental health through the lens of social change and advocacy.

- **BSCI-6X23 - Treatment Approaches in Addiction** (Semester 2 - 45.00 hours)

In this course students will examine the roots and history of professional addiction work and its place in the workforce. Students will explore major conceptual frameworks and approaches that inform current and emerging evidence-based treatment practices. These frameworks will be used to critically analyze services that individuals and families may navigate in the course of seeking help and wellness.

- **BSCI-6X24 - Stages of Change and Motivational Interviewing** (Semester 2 - 45.00 hours)

In this course students will integrate the stages of change model and the evidence-based principles of motivational interviewing into a cohesive approach to support behavioural change in diverse groups of individuals challenged by addiction. Through role play, students will understand the various counselling and interpersonal skills needed at each stage of change to build clients motivation to strengthen commitment to change.

- **RSCH-6x25 - Capstone Project** (Semester 2 - 45.00 hours)

In this course, students will work in interprofessional teams to identify and investigate a community need or gap within the addictions and mental health sector. Working collaboratively, students will examine current research to determine the most appropriate solution based on exemplary and ethical practices. This capstone project will allow the team to create a solution suitable for implementation within the community setting. Students will present the results of their analysis including the solution to peers and affiliated agency(s). A final report will be submitted summarizing all facets of the project, as well as limitations encountered within one's scope of practice.

- **FLDP-6X26 - Field Placement - Addictions and Mental Health** (Semester 2 - 200.00 hours)

During this field placement, students will have the opportunity to integrate their vocational

knowledge and skills while working collaboratively with various professionals in a community. Inter-professional experiences that allow for exploration and practice in addictions and mental health, recreation and leisure, therapeutic modalities and community-based practice, focused concepts will be fostered. Opportunities to demonstrate competent leadership abilities in a work place setting will be a core outcome of the field placement.

VLO Mapping

Code	1	2	3	4	5	6	7	8	9	10
BSCI-5X11	X		X	X	X		X		X	X
BSCI-5X12	X		X		X		X		X	X
BSCI-5X13	X	X	X	X	X	X	X		X	
BSCI-5X14	X	X	X	X	X	X	X			X
BSCI-5X15	X	X	X	X			X		X	X
RSCH-5x16			X			X	X		X	
BSCI-6X21	X	X	X	X						X
BSCI-6X22		X	X	X	X	X	X	X	X	X
BSCI-6X23	X	X	X	X	X	X	X		X	X
BSCI-6X24		X	X	X						X
RSCH-6x25				X		X	X	X	X	
FLDP-6X26	X	X	X	X	X	X	X	X	X	X

Certification/Accreditation

Certification type:

There is no recognition (None exist)

Attachments

None

Contact Information

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